

TEACHER'S PERCEPTION ON FACULTY DEVELOPMENT WORKSHOP

Naheed Mahsood, Afshan Ahsan, Naveed Afzal Khan, Sabina Aziz

ABSTRACT

Background: Faculty development empowers academicians to perform academic activities and enhance teaching and learning at medical institutions. Khyber Girls Medical College Peshawar has developed an extensive two weeks faculty development workshop for teaching, learning and assessment strategies.

AIM: The study determines perception of participants regarding faculty development.

Methods: A cross sectional study was done including participants of faculty development workshop at Khyber Girls Medical College, Peshawar in August 2017. Total participants in workshop were sixty-seven. An evaluation questionnaire was filled by the participants at the end of the workshop. Information regarding teaching, learning and assessment strategies and participants opinion about the effectiveness of faculty development workshop was collected.

Results: The participants consisted of 40 (59.7%) female and 27 (40.3%) male. Mean age of participants were 40.5 ± 8.4 . The teaching experience of faculty members ranged 1-27 years with an average of 10.6 ± 4.4 . Ninety five percent participants agreed that faculty development workshop is beneficial for to the institution. Over 90% participants expressed that the workshop was helpful in improving their teaching skills. More than 85% participants responded that they were satisfied with overall course experience.

Conclusion: Participants were highly satisfied with the faculty development workshop. They found workshop beneficial for their professional development and for institution as well. They recommended more faculty development workshops during academic session and vacations for reinforcement.

Key words: perception, faculty development, continuing professional development

INTRODUCTION

Capacity development of faculty in teaching, learning and assessment strategies is regarded as essential to enhance teaching effectiveness.¹ Medical college faculty are being asked to assume new academic duties for which they are usually not formally trained. These include Team based, task based and case based learning techniques etc. Faculty development is essential to perform the new teaching tasks. Under the light of WFME and PMDC, there is need of curriculum shift from traditional to integrated, but medical faculty is not prepared for this change in curriculum. It is important to

vitalize academic institutions by identifying deficiencies and developing faculty capacity to promote effective learning at medical institutes.^{2,3,4} Although there is a paucity of research demonstrating effectiveness of faculty development activities.

Today we have a dire need of comprehensive faculty development in order to empower our faculty to fulfill the dynamic academic responsibilities and enhance standards of teaching and learning at medical institutes.^{5,6} Faculty development needs lots of support from institutional leadership and proper resources.

In Pakistan, number of public and private medical college has been increased since last few decades but most of the teachers in medical colleges are not formally trained in teaching, learning and assessment strategies. Khyber Girls Medical College is one of pioneer public sector medical colleges in Khyber Pakhtunkhwa who took initiative in process of faculty development to make faculty ready for upcoming challenges of integrated curriculum. A two weeks faculty development workshop have been conducted with a purpose to enhance basic teaching, learning and communication skills, along with the effective use of different assessment tools at Khyber Girls Medical college in the month of August 2017 starting from 3rd august.

The objective of the study was to determine the perceptions of the teachers about effectiveness of a faculty development workshop on teaching, learning

¹ Assistant Professor, Medical Education Department, Khyber Girls Medical College, Peshawar, Pakistan

² Academic Curriculum Coordinator, Khyber Girls Medical College, Peshawar, Pakistan.

³ Lecturer, Khyber Girls Medical College, Peshawar, Pakistan

⁴ Professor, Community Medicine Department, Associate Dean, Khyber Girls Medical College, Peshawar, Pakistan

Address for correspondence:

Dr. Naheed Mahsood

Assistant Professor

Department of Medical Education Khyber Girls Medical College

Email: drnaheed1@yahoo.com

Cell: 0345-9405286

and assessment strategies. Moreover, to identify recommendations by teachers so that Department of medical education can response to their needs and overcome their deficiencies.

METHODS

A quantitative cross sectional study design was used to conduct the study at Khyber Girls Medical College, Peshawar. The entire faculty of Basic Sciences of Khyber Girls Medical College were included in the study.

A validated questionnaire⁴ was used with item response based on 5 point Likert scale. The first section included demographic details of participants, including age, gender, designation, teaching disciplines and teaching experience. The second section included 19 statements measured on 5 point Likert scale ranging from strongly agree to strongly disagree to assess teacher's perception on course content and duration.

The data was analyzed using SPSS version 16. The mean and standard deviation was calculated for the numerical variables such as age of participants. Frequencies and percentages were calculated for categorical variables such as gender, teaching discipline and designation.

RESULTS

All faculty of basic sciences of Khyber Girls Medical College were included in the study. Total number of basic science faculty in KGMC was 71 at time of data collection, out of which 67 faculty members were registered in workshop, 40 (59.7%) were female and 27 (40.3%) were male. Mean age of participants were 40.5 ± 8.4 . The teaching experience of faculty members ranging from 1 year to 27 years with an average of 10.6 ± 4.4 . Out of 67 participants, 9% were Professors, 6% associate Professors, 19% Assistant Professors, 9% Senior Lecturers, 57% Lectures/Demonstrators. Percentage of faculty in workshop from each discipline is given in Pie chart.

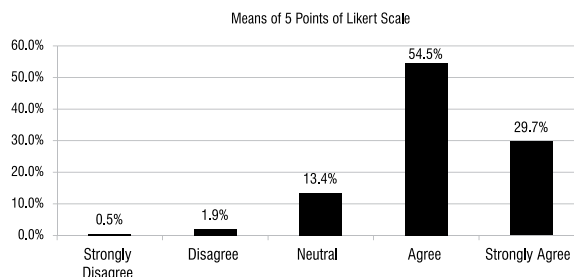
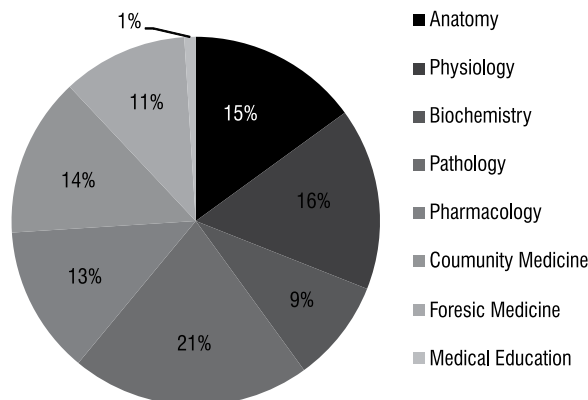
The perception of participants about improvement in teaching skills, curriculum and assessment techniques, contents and duration of course were collected using five point likert scale.⁴ The findings are presented in Table 1 and means of each point of likert scale has been given in Graph 1.

Participant's recommendations

Almost 95% participants agreed that faculty development workshop is beneficial for to the institution. Over 90% participants expressed that the workshop was helpful in improving their teaching skills. More than 85% participants responded that they were satisfied with overall course experience.

50% of the faculty recommended more work-

Department wise Faculty Participation



Graph 1

shops on teaching, learning and assessment strategies during academic session and vacations for reinforcement. 26% of faculty suggested workshops on research skills, presentation skills, professionalism and SPSS.

20% faculty was of the opinion that time given to each content of workshop was not enough and it must be increased to fulfill the need of faculty regarding teaching assessment strategies.

7% of the participants recommended that similar workshop should be conducted for clinical science faculty as well. 3% of faculty recommended for more visuals and videos, 2% recommended more practical work and 2% recommended more time for assessment strategies.

DISCUSSION

Our findings highlighted the perceptions of faculty members at Khyber Girls Medical College regarding the need for activities in regards to faculty development. The responses of the faculty members participating in the study showed encouraging results and were overwhelmingly positive as a whole. The most positive responses were given regarding the development of multiple choice questions (MCQs) and short answer questions (SEQs) showing that the faculty found them to be the most useful. Clear majority of the faculty members was of the opinion that the activity was beneficial. Majority of the faculty found Program helpful in improving their teaching ability and were satisfied with overall course experience. Our findings were comparable to

Table 1: Percentages and mean scores of perceptions of participants about the faculty development workshop

S. No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Score Mean
1	The Program was helpful in improving my teaching ability.	-	-	8.7	56.5	34.8	4.26
2	I have plan to alter my teaching method.	-	2.2	17.4	47.8	32.6	4.11
3	My presentation skills have improved due to this course.	-	2.2	26.1	52.2	19.6	3.89
4	The program content was relevant to my curriculum planning needs.	-	2.2	15.2	56.5	26.1	4.07
5	The program content was relevant to my teaching method needs.	-	-	8.7	67.4	23.9	4.15
6	The program content was relevant to my assessment needs.	-	-	15.2	67.4	17.4	4.02
7	The course is relevant to my teaching practice.	-	4.3	4.3	63.0	28.3	4.15
8	I have plan to use learned material from the course.	-	-	13.0	56.5	30.4	4.17
9	I have a better understanding of developing the multiple choice question (MCQs) than before.	-	-	10.9	45.7	43.5	4.33
10	I have a better understanding of developing the structured essay question (SEQ) than before.	-	-	10.9	45.7	43.5	4.33
11	I have a better understanding of developing the OSCE than before.	-	-	19.6	47.8	32.6	4.13
12	The duration of the course is appropriate.	2.2	10.9	17.4	54.3	15.2	3.70
13	The course contents are sufficient.	2.2	-	17.4	58.7	21.7	3.98
14	The amount of time spent on each session is appropriate.	2.2	4.3	23.9	50.0	19.6	3.80
15	My interest in health profession education increased.	-	4.3	15.2	47.8	32.6	4.09
16	I consider this workshop to be a benefit to my institution.	2.2	-	2.2	39.1	56.5	4.48
17	The course met my needs.	-	2.2	13.0	60.9	23.9	4.07
18	I am satisfied with overall course experience.	-	2.2	2.2	63.0	32.6	4.26

the study undertaken at Khyber Medical University in regards to their course of certificate in health professions education as their highest scores were regarding assessments as well.⁴

The positive response from the faculty highlighted the need for such activities in the endeavor of continuing professional development (CPD). Activities like this workshop or other courses, seminars and symposia as part of the continuing professional development process improve the professional practices and enhance

teaching skills.^{7,8} The time and duration of the course needs to be appropriate and the duration of most short courses range from somewhere between a week to a month.^{9,10} Our study highlighted certain areas and the lessons learned from them can be utilized in the development of future faculty development activities.

The study showed the need to tailor the materials and activities of the course to the needs of the teachers. Careful design and development of the materials and activities according to the local needs of the faculty will

increase the effectiveness of the course.^{11,12} One of the needs our study highlighted was in regards to assessment that it should be incorporated in future faculty development programs as well. Research and presentation skills were other areas that were identified to be included in faculty development workshops. Duration of the activities is of vital importance as well and it was suggested that either duration should be increased to incorporate the multiple needs of the faculty or multiple separate activities should be arranged to cater for specific needs.

CONCLUSION

The study highlighted the importance of faculty development workshops in medical college. Faculty of medical college acknowledged improvement in their teaching, learning and assessment strategies. The teaching strategies used during workshop were appreciated by the participants. Faculty suggested to conduct more faculty development workshops and allocate more time. They appreciated that faculty development workshops empowers faculty members to excel as educators and to create vibrant academic communities that value teaching and learning.

REFERENCES

1. Steinert Y, Macdonald ME, Boillat M, Elizov M, Meterissian S, Razack S, Ouellet MN, McLeod PJ. faculty and student support: Faculty development: if you build it, they will come. *Medical Education*. 2010 Sep 1;44(9):900-7
2. Jamil B, Wajid Teachers perception of a short course on faculty development. *Adv Health Prof Educ*. 2015;1(1): 9-12
3. Leslie K, Baker L, Egan-Lee E, Esdaile M, Reeves S. Advancing faculty development in medical education: a systematic review. *Academic medicine*. 2013 Jul 1;88(7):1038-45.
4. Leslie K, Baker L, Egan-Lee E, Esdaile M, Reeves S. Advancing faculty development in medical education: a systematic review. *Academic medicine*. 2013 Jul 1;88(7):1038-45.
5. Schostak J, Davis M, Hanson J, Schostak J, Brown T, Driscoll P, Starke I, Jenkins N. 'Effectiveness of continuing professional development' project: a summary of findings. *Medical teacher*. 2010 Jul 1;32(7):586-92.
6. Amin Z, Hoon Eng K, Gwee M, Chay Hoon T, Dow Rhoon K. Addressing the needs and priorities of medical teachers through a collaborative intensive faculty development programme. *Medical teacher*. 2006 Jan 1;28(1):85-8.
7. Steinert Y, Mann K, Centeno A, Dolmans D, Spencer J, Gelula M, Prideaux D. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical teacher*. 2006 Jan 1;28(6):497-526.
8. Varma JR, Prabhakaran A, Singh S, Singh P, Ganjiwale J, Pandya H. Experience of a faculty development workshop in mentoring at an Indian medical college. *The National medical journal of India*. 2016 Sep 1;29(5):286.
9. Joshi M, Shrestha I, Bhandary S. Evaluation of core faculty development workshop: Experience from Patan Academy of Health Sciences, Nepal. *Journal of Patan Academy of Health Sciences*. 2017 May 1;3(2):37-43.
10. Steinert Y, McLeod PJ, Boillat M, Meterissian S, Elizov M, Macdonald ME. Faculty development: A 'field of dreams'?. *Medical Education*. 2009 Jan 1;43(1):42-9.
11. Hendricson WD, Anderson E, Andrieu SC, Chadwick DG, Cole JR, George MC, Glickman GN, Glover JF, Goldberg JS, Haden NK, Kalkwarf KL. Does faculty development enhance teaching effectiveness?. *Journal of dental education*. 2007 Dec 1;71(12):1513-33.
12. Villegas-Reimers E. Teacher professional development: an international review of the literature. Paris: International Institute for Educational Planning; 2003.

ONLINE SUBMISSION OF MANUSCRIPT

It is mandatory to submit the manuscripts at the following website of KJMS. It is quick, convenient, cheap, requirement of HEC and Paperless.

Website: www.kjms.com.pk

The intending writers are expected to first register themselves on the website and follow the instructions on the website. Author agreement can be easily downloaded from our website. A duly signed author agreement must accompany initial submission of the manuscript.